RONALD E MCNAIR MIDDLE 311 Carver Street PO Box 1209 Lake City, SC 29560 6-8 Middle School GRADES ENROLLMENT 684 Students David Scurry 843-374-8651 PRINCIPAL SUPERINTENDENT Mrs. Beth M. Wright 843-374-8652 BOARD CHAIR Dr. John F. Coleman 843-374-2224 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory U 0 28 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM

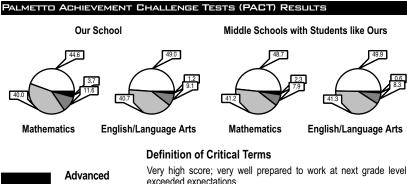
WWW.SCEOC.ORG

11

NO

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No



	Definition of Critical Terms
Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	37	163	66
Percent satisfied with learning environment	58.3%	68.1%	67.7%
Percent satisfied with social and physical environment	73.0%	72.8%	50.0%
Percent satisfied with home-school relations	27.8%	85.1%	60.9%

Ronald E McNair Middle 2103028

PACT	PERFOR	MANCE	BY GROI	ΙР

Not disabled

Non-migrant

Full-pay meals

Migrant Status

English Proficiency Limited English proficient

Non-limited English proficient

Socio-Economic Status Subsidized meals

Disabled

Migrant

PACT PERFORMANCI	E BY GR	OUP						
		Rent Testing	/,	alon Basic		Proficient	Advanced ole Profit	dientanded Advanced
	/11	Well Leepy	lested old	CM Bigg	Basic of	oroficit	Advant fi	cient and stranged
	Enfor	1940. 0/0	, old (ele / o/	0/0	0/0	hy globio.	Mar.
	/ ' '			nglish/Lar			_ `	/ 5
All students	539	99.1	49.0	40.7	9.1	1.2	10.3	17.6
Gender								
Male	282	99.3	57.6	35.2	6.4	0.8	7.2	17.6
Female	257	98.8	39.6	46.7	12.1	1.7	13.8	17.6
Racial/Ethnic Group								
White	190	98.9	37.1	44.4	16.3	2.2	18.5	17.6
African-American	345	99.1	55.9	38.6	4.9	0.6	5.6	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	397	99.5	40.2	46.1	12.1	1.6	13.7	17.6
Disabled	142	97.9	74.0	25.2	0.8	N/A	0.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	539	99.1	49.0	40.7	9.1	1.2	10.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	539	99.1	49.2	40.4	9.2	1.2	10.4	17.6
Socio-Economic Status								
Subsidized meals	440	99.3	52.9	39.5	6.9	0.7	7.7	17.6
Full-pay meals	93	98.9	30.2	46.5	19.8	3.5	23.3	17.6
			•			•	•	
				Mathe	matics			
All students	539	100.0	44.6	40.0	11.6	3.7	15.4	15.5
Gender								
Male	282	100.0	50.0	35.0	10.5	4.5	15.0	15.5
Female	257	100.0	38.6	45.6	12.9	2.9	15.8	15.5
Racial/Ethnic Group								
White	190	100.0	28.1	44.9	19.1	7.9	27.0	15.5
African-American	345	100.0	53.5	37.6	7.6	1.2	8.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	14//		(
NI - C -P I-II		400.0	00.0	40.5	45.5		00.0	45.5

Abbreviations for Missing Data

397

142

N/A

539

N/A

539

440

93

100.0

100.0

0.0

0.0

100.0

100.0

100.0

100.0

32.9

77.4

N/A

44.6

N/A

44.9

48.9

23.3

46.5

21.8

N/A

40.0

N/A

39.6

39.2

44.2

15.5

8.0

N/A

11.6

N/A

11.7

9.5

22.1

5.1

N/A

N/A

3.7

N/A

3.8

2.4

10.5

20.6

8.0

N/A

15.4

N/A

15.5

11.9

32.6

15.5

15.5

15.5

15.5

15.5

15.5

15.5

15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enroll	MQ1 10 0/0	les ologi	404,	Bigg	610	Adv ole broth
		/ V V	7	/ 0/0	n/Langua	/		ola
$\overline{\mathbf{A}}$	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	319	N/A	30.6	52.3	15.2	1.9	17.1
	Grade 8	342	N/A	48.0	41.3	8.6	2.1	10.7
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	195	99.5	49.7	39.1	8.4	2.8	11.2
	Grade 7	160	99.4	46.0	42.7	11.3	N/A	11.3
	Grade 8	184	98.4	50.9	40.6	8.0	0.6	8.6

Mathematics									
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
20	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 7	319	N/A	47.8	34.9	11.9	5.4	17.3	
•	Grade 8	342	N/A	56.1	38.8	4.2	0.9	5.2	
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
20	Grade 6	195	100.0	36.3	43.6	14.5	5.6	20.1	
	Grade 7	160	100.0	53.6	33.1	9.3	4.0	13.2	
	Grade 8	184	100.0	45.2	42.4	10.7	1.7	12.4	

SCHOOL PROFILE

C	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 684)				
Students enrolled in high school credit courses (grades 7 & 8)	6.1%	Up from 0.0%	7.2%	14.4%
Retention rate	N/A	N/A	3.9%	2.3%
Attendance rate Eligible for gifted and talented	94.3%	Down from 94.6%	94.7%	95.2%
	9.4%	Down from 13.1%	5.7%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	24.2%	Up from 20.9%	16.4%	14.1%
	15.1%	Up from 3.6%	8.3%	4.9%
Suspended or expelled	4.2%	Up from 0.3%	1.6%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	38.5%	Down from 41.5%	47.4%	47.1%
Continuing contract teachers	61.5%	Down from 65.9%	75.6%	82.5%
Highly qualified teachers Teachers returning from previous year	N/A	N/A	N/A	N/A
	79.0%	Down from 79.4%	79.1%	84.3%
Teacher attendance rate Average teacher salary	92.8%	Down from 94.8%	94.3%	95.0%
	\$37,583	Down 2.0%	\$38,777	\$39,924
Prof. development days/teacher	18.0 days	Up from 17.3 days	11.4 days	10.7 days
School				
Principal's years at school	1.0	Down from 10.0	2.0	3.0
Student-teacher ratio	33.6 to 1	Up from 12.0 to 1	18.5 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	85.6%	Down from 88.6%	86.6%	88.9%
	\$5,100	Up 2.8%	\$6,538	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	59.0%	Up from 53.2%	59.2%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	98.4%	Down from 99.0%	84.5%	94.8%
	no	N/A	yes	yes
			,	,

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

				-
Ahhra	eviations	e tar I	Miccina	I lata

					•			
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample	

Ronald E McNair Middle 2103028

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ronald E. McNair Middle School offers sixth, seventh and eighth grade students a supportive environment that promotes academic achievement. The 2002-2003 school year saw REMMS become a middle school whose mission is to prepare students for challenging academic work in high school.

To this end, teachers and students worked on standards-based lessons with real-world connections. For example, the seventh grade field trip to the zoo included the math students researching and calculating per student costs for the trip. The language arts classes used English/Language Arts writing standards as a basis for a March of Dimes service project, which included a letter-writing campaign. The sixth grade students and selected seventh/eighth graders spent an entire day in a writing workshop that emphasized effective essay writing. The REMMS Academic Challenge Team competed against area middle schools while academic enrichment opportunities were expanded with the addition of the 14 member Clemson University Biology Merit Team and the creation of the Dr. Ronald E. McNair Writing Contest.

For those students who need additional academic assistance, REMMS provided faculty tutoring during homeroom, the computer-based PLATO Lab and a yearlong after-school program that focused on Language Arts and Math standards.

In order to develop more effective lessons, teachers worked on pacing guides, attended the S.C. Middle School Association and staff participated in Saturday and after-school staff development sessions on classroom management, teaming, parent involvement, and teaching tools for working with middle school students.

The focus at REMMS for the 2003-04 school year is on grade level teaming of students and on better preparation for high school. Students will be assigned to a team of four math, science, language arts and social studies teachers in order to provide stability and establish the connections among the different subjects. All 8th grade students will be enrolled in Pre-Algebra or algebra, with extra help being provided for those who may need assistance with mathematics skills. Teachers will be preparing for middle school teams throughout the summer by attending the S.C. Middle School Association Teaming Conference and a workshop on Instituting Algebra in the Middle Grades.

Ronald E. McNair Middle School's students, parents, faculty, staff and administration are committed to making REMMS a friendly, supportive, academic haven where ALL students achieve.

David Scurry, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.